A STUDY OF CURRICULUM TRANSACTION PROCEDURES IN PRE-SERVICE TEACHER TRAINING PROGRAMME AT ELEMENTARY LEVEL IN HIMACHAL PRADESH

SYNOPSIS OF THE THESIS

Submitted by

Priksha Kumari

Registration No. AU21EDPhD0062

Under Supervision of

Dr. Ajay Sharma

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION

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DECLARATION

I hereby declare that the dissertation synopsis entitled "A STUDY OF CURRICULUM TRANSACTION PROCEDURES IN PRE-SERVICE TEACHER TRAINING PROGRAMME AT ELEMENTARY LEVEL IN HIMACHAL PRADESH" to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy in Faculty of Education, Abhilashi University Chail Chowk, Distt Mandi H.P. is my original work and dissertation has not formed the basis for the award of any degree, diploma, associateship or fellowship of similar other title(s). It has not been submitted to any other University or institution for the award of any degree or diploma.

Place: CHAIL CHOWK

Date: 17/06/2023

Signature

Priksha Kumari

Forwarded by:

Place: CHAIL CHOWK

Date 17/06/2023

Signature

Dr. Ajay Sharma

Introduction: -

Education is a purposeful activity that aimed at transmitting knowledge, fostering skills and developing character traits. Its aims may include the development of understanding, rationality, kindness, and honesty. Today, educational goals increasingly encompass new ideas including blended learning, which is a combination of both teacher instruction, online learning, student wellbeing, skills needed for modern society, empathy, and complex vocational skills. Education at the elementary level is the beginning of formal education. This educational stage is not just about teaching them to read, write but also shaping the minds and gets young people ready for secondary school, moreover makes them more productive in the future. It is a crucial period that can teach children useful life lessons and make them successful individuals. It is significant to developing a child's cognitive skills, self-esteem, and sense of control. Additionally, it is the most important level of education, because it aims at developing the basic skills, competencies, and knowledge. That makes it possible for children to continue their studies and be fit for life in society.

Aims of Elementary Education: -

Elementary education refers to the stage of formal education where learners learn how to think rather than gaining information about new facts. It begins at the age of 6 years from grade 1 and lasts till age 14 at grade 8. It offers learners basic knowledge about various school subjects and fosters their learning process. Elementary education is the stage where education touches at every point. The objectives of elementary education have been visualized against the background of its ultimate ends and purpose. The elementary stage is very crucial stage in the life of the child. At this level of education the child's curiosity, creativity and activity in general should not be restricted by a rigid and unattractive methods of teaching and learning. Elementary education aimed at:-

1. To give the learner an individual identity.
2. To foster the all-round development of all learners.
3. To facilitate the harmonious and successful development of the children.
4. To make the children ready for future responsibilities, experiences, and opportunities in adult life.

5. To foster the spiritual, moral, cultural, mental, and physical development of learners in school and society.
6. To acquisite basic reading, arithmetic, and literacy skills among learners.
7. To instill and enhance the development of life skills of the learners so that they can be responsible citizens.

The NCERT (1977) has laid down the following objectives of elementary Education:

1. To acquire the tools for formal learning namely literacy, numeracy and manual skills.

2. To acquire the habits of cooperative behavior within the family, school and community.

3. To develop social responsibility by inculcating habits.

4. To appreciate the culture and life styles of persons of other religions, regions and countries.

The National policy on Education has also given stress on Elementary Education mainly on two aspects:

(a) Universal enrolment and universal retention of children up to of age14 years.

(b) A substantial improvement in the quality of education.

It emphasized that elementary education cannot be accepted as complete unless children acquire minimum levels of learning (M.L.L). Therefore there is an urgent need to pay due attention towards development and improvement of elementary education.

Importance of Elementary Education and Elementary Teacher Education Programme:-

The requirement of an Elementary education program has been realized by most of the educational institutions of the contemporary time. The training program of this kind offer exuberant support for the teachers and enhance their ability to conduct effective training. Elementary education helps a child to understand his/ her immediate atmosphere. In this phase, the children’s minds start to make themselves aware regarding the abstract phenomenon such as numbers and words. Children cannot comprehend numerical figures until they can’t see the concrete representation of those

abstract phenomena. Thus comprehensive Elementary education course can make them understand these complex entities transacted by efficient teachers. Teachers are one of the main pillars of our education system, considering it as a ladder, elementary education is its first step and no school can run without skilled elementary teachers. Elementary teachers become our first educators, friend, philosopher, facilitator, and guides. We learn every basic thing about education and life from our elementary teachers. Elementary teachers play an important role in every student's mental and physical development. They inspire students to become a better genre of themselves. Elementary teacher helps their students to open up and make new friends, look after their physical fitness by arranging many physical activities and sports events, cater individual needs paying attention to the individual student, understand their difficulties, and provide solutions accordingly, instill wisdom into the students, bring discipline into students' life by teaching them about the importance of time and its proper management , assist students in exploring their interests to make better choices in the future.

Thus providing quality elementary education for preparing the skilled and proficient elementary teachers are need of hour which can help the students to grow into strong, unique, confident, and wise individuals.

CURRICULUM AND IT'S TRANSACTION AT ELEMENTARY TEACHER EDUCATION LEVEL-

The term "curriculum" is generally understood as the courses or programs of study offered by an educational institution. It is derived from the Latin word "currere" or "to run" as it to run a race course. "The curriculum may be considered as the vehicle whereby and through which we hope to enable children to achieve the objectives of education." Henry J. Otto.

Curriculum at Elementary Teacher Education level may be referred as a written plan that drives instruction to delineates the skills and concepts to be taught and evaluated to enhance achievement prospective elementary teachers.

Curriculum Transaction is an effective and desired implementation of the curriculum

contents on the basis of aims and objectives listed in the curriculum. Curriculum Transaction at elementary teacher education level incorporates effective planning for providing learning experiences, organization of planning, administration/implementation of the organized planning and evaluation of the implementations by the elementary teacher educators and the experts in the field of elementary teachers training.

REVIEW OF RELATED LITERATURE:-

NCTE (2000) in its report pointed out the issues and weakness of DIETs in Kerala. All DIETs possess qualified principles, senior lecturers and lecturers with M.A. M.Ed. having minimum of three years teaching experience. They are good at organizing camps, processions and other similar programmes. But their professional capacity as teacher educators needs to be improved in respect to teaching ability and doing research. Competencies expected of a teacher educator need to be improved in certain cases as many of them have acquired their professional degrees (B.Ed./M.Ed.) through correspondence courses. Teachers are recruited on the basis of merit and interview by a special board constituted by the Government. All DIETs are run by the Government of Kerala. Most of the staffs in the DIETs are deputed for seminars, workshops, conferences and also orientation programmes organized by NIEPA, NCERT, and SCERT etc. A few teachers participate in the development of instructional materials and teaching aids. The DIETs organize various programmes of the Department of Education and District Primary Education.

Nagpal (2001) pointed out the major defects of school experience programme of elementary teacher education. Some of them are: lack of continuous, objective and integrated assessment of trainees, lack of cooperation and support from practicing schools, lack of minimum required infrastructural facilities in the cooperating schools and poor perception of student teachers towards teacher educators and teaching profession.

Kaul (2003) studied the teacher education in Himachal Pradesh and he found that there is hardly any application and use of innovative practices such as role-playing simulation, micro teaching, team teaching etc in any of DIET. Non-availability of expert teachers in educational technology, inadequate accommodation, lack of infrastructure and funds

are major constraints in the effective utilization of educational technology in various in-service and pre-service training programmes. Seminars are the most preferred method of training of the pupil teachers in respect of adult education, non-formal education, multigrade teaching and population education in the DIETs. There is no provision for training of teachers for imparting instructions to disabled students and disadvantaged group and there is no provision of guidance and counseling sessions for teacher-trainees with regard to opportunities for the employment. Research area is the weakest area of the DIETs.

Nair (2003) reported that the student teachers of primary teacher education institutions face numerous problems regarding teaching practice, curriculum, and availability of time, library and laboratory facilities and co-curriculum activities.

Jishtu (2003) studied curriculum transaction procedures at high school stage in Himachal Pradesh with special reference to social studies. Major findings of the study were; 1) the curriculum contents were appropriate to the level of students but still there was no mention about teaching strategies, use of teaching aids, tools & techniques of evaluation, practical activities (projects), further readings or references, 2) for transacting curriculum majority of teachers use textbook /lecture method followed by discussion whereas demonstration or play or dramatic methods were less used. Lesson plans were not prepared by the teachers as they perceived this activity time consuming. It was found that majority of teachers use visual aids as compared to audio-visual aids. Most of the teachers were aware about the advantages of teaching aids in making teaching-learning process interesting. Majority of teachers indicated the use of internal and external evaluation procedures and it was expressed that assessment of student performance is annual however sometimes it is continuous followed by summative tests, 3) teacher talk in civics teaching was high as compared to pupil talk & silence/confusion. It was also found that the focus of teacher was on subject matter

while teaching civics. Teacher was the most active participant in the classroom and there was very less interchange between teacher and the students, 4) parents and community members also play a significant role in curriculum transaction directly or indirectly which is co-operative and collective quest.

Doyle & Carter (2003) described "Narrative and learning to teach: Implications for teacher-education curriculum". the investigators examined the assumptions and expectations of the conventional curriculum of preservice teacher education. At this point, the narrative perspective is used to critique this conventional view and proposed a new way of thinking about pre-service preparation and concluded that teacher education might be redesigned if the narrative perspective were taken seriously

National Knowledge Commission (2009) report states that the training of teachers is major area of concern at present, since both pre-service and in-service training of school teachers is extremely inadequate and also poorly managed in most of the States. Hence it is important to the institute responsible for imparting the training to teachers to take immediate steps to improve initial training curricula.

NCERT (2009) has conducted a study on Comprehensive evaluation of centrally sponsored scheme on restructuring and reorganization of teacher education. This study emphasizes the need of reorganization and reconstruction of teacher education institution providing training to pre-service and in-service teachers as per the direction of NCF-2005.

Sood (2010) in her study “Elementary Teacher Education in Haryana-Revisioning the Role of DIETs” she found that DIETs of Haryana are facing problems in many areas like internal structure and facilities; training programmes; institutional management; and field studies, action research and experimentation. In brief the findings of the studies in specific areas were: 1) DIETs buildings were by and large very poorly maintained and

the common complaint was a lack of funds for maintenance. 2) Internal structure is another problem of appointing staff in the DIETs. Present practice of interchangeability of the Staff between DIETs and education Department/ schools. 3) Pre-service training forms a pivotal activity in the DIETs, in a routine manner devoided of any creativity. There was an occasional use of demonstration, microteaching methods, transaction through lecturer method. Academic facilities provided in DIETs, such as computers, OHP, VCR etc. are not regularly used. Students had a minimal interaction with the principal and with their teachers outside the class rooms. Space was not created for peer learning. A gross dissatisfaction expressed by the students about the poor physical facilities in these DIETs. Many observations like: teachers were not qualified, involvements of teachers in non-academic tasks, lack of punctuality, uninteresting training methodology, lack of objectivity in students' evaluations, negative attitude of teachers were the clear expressions from the students were obtained. 4) The present arrangement for in-service training programmes did not create any space for teachers to raise the real problems based on the actualities of the classrooms. Passive participation of teacher was encouraged. Lack of funds also posed problem and result in cancelling of programme. 5) SCERT was only exercising administrative and financial control over DIETs. There was a little evidence of the academic input by the SCERT. Specials programme for the capacity building of DIETs principal were needed. DIET faculty needed guidance to conduct research independently.6) DIETs had not been able to established proper linkage with state, district as well as sub-district level agencies working in the field of elementary education.

Goel (2012) in their study "Education Scenario in India: Current problems and Concerns" intended to study the quality of Teacher education in India. Their study focused on various problems of Teacher Education found inequity in all TTIs in terms of Enrolment, Facilities, teacher educators etc.

Bhuiyan (2013) in his study "Primary Teacher Education in Bangladesh; -A critical Study" examined the success and failure of the implementation of Primary Teacher Education and its programme in Bangladesh. Major objectives of the study were 1. To study the historical development of pedagogical institution in Bangladesh.2. To study the status of primary teacher education in Bangladesh with regards to Implementation of programme, Curriculum and course of study, Physical facilities, Teacher training and

Evaluation. 3. To study the strategies for the implementation of the programme. 4. To study the problem for the implementation and achieving the aims at the programme and reported insufficient number of Teacher Education institutions in Bangladesh, training institutes run one-year certificate course in education, Physical facilities are not adequate, Curriculum is not effective, Teacher Educators find it difficult to complete the training in one year and number of days for Practice teaching are not too sufficient.

DeLuca (2013) studied " current state of assessment education: Aligning policy, standards, and teacher education curriculum" the purpose of study was to analyze the alignment between teacher education accreditation policies, professional standards for teacher assessment practice, and preservice assessment course curriculum. Through a curriculum alignment methodology involving two policy documents, two professional standards documents, and syllabi from 10 Florida-based, Council for Accreditation of Teacher Education–certified teacher education programs, the results of this study identified points of alignment and misalignment across policies, standards, and curricula. The study concluded with a discussion on the current state of assessment education with implications for enhancing teacher preparation in Christopher this area and future research on assessment education.

Sharma (2013) investigated "Curriculum Transaction Procedures in Secondary Teachers' Pre-service Training Programme of Himachal Pradesh: An Evaluative Study "with regard to: -Teaching Methods/Strategies ,Media: print and electronics, Evaluation strategies, Teacher's behavior and pointed out that a large majority of the teacher educators carry out planning for academic and cocurricular activities ,To transact the contents of the curriculum/course-framework majority of teacher educators used various teaching methods including:- i) Lecture; ii)Discussion; iii) Lecture-demonstration; iv) Demonstration; v) Assignment; vi)Presentations; vii) Problem-solving: viii) Seminars; ix) Brain-storming; x) Project ;xi) Self-discovery; xii) Quiz/Debate and; xiii) Play/Drama. Apart from it majority of teacher educators utilizes variety of media resources available in their institutions viz. i) Chalk board; ii) Pictures and Charts; iii) OHP; iv) Computer; v) LCD/DLP projector: vi) Real objects and specimen; vii) Maps: viii) Slide projector; ix) VCD/DVD player; x) Television: xi) Tape-recorder; xii) Film Strips and; xiii) Radio etc.

Yadav (2014) studied Computational thinking in elementary and secondary teacher education and laid emphasis on designing and introducing computational thinking

modules and assessing their impact on preservice teachers' understanding of Computational thinking concepts, as well as their attitude towards computing the results demonstrated that introducing computational thinking into education courses can effectively influence preservice teachers' understanding of Computational thinking concepts.

Paul (2014) in their study "Status of District Institutes of Education and Training in Himachal Pradesh" examined the status and functioning of DIETs in Himachal Pradesh. This study focuses on finding the status of DIETs, Staffing pattern, Availability of Physical Infrastructure, Teacher Educators, other non-teaching staff , role / functions of DIETs and revealed that Infrastructural facilities in most DIETs is poor. There is inadequacy of space such as play grounds, Laboratories, Library, Seminar Hall and classrooms are overcrowded. Libraries and laboratories are non- functional. Equipment for ICT and computer are available but nonfunctional. There are many posts of Teacher Educators which are lying vacant. Moreover, most Teacher Educators are on deputation from department of Higher education. Quality of leadership is poor. No professional upgradation of Teacher Educators. No or limited linkage with institutes of higher education such as SCERT, NCERT, NUEPA etc.

Patel and Pandey (2014) in their study titled "Secondary Teacher Education Curriculum in Nagaland - Status, Issues & Problems" explored the existing pre-service teacher education for secondary school teachers in the North Eastern State of Nagaland along with the constraints experienced by the State in organizing pre- service teacher education program. Suitable interventions are suggested for introducing desired changes in the curriculum and implementation of teacher education program in the State of Nagaland and concluded that Curriculum transaction in all the institutions remain predominantly lecture based and integration of ICT was neglected. Teacher educators working in these institutions neither have the access nor known about integration of ICT in classroom practice. One of the constraints experienced by teacher education institutions of the state in school is the difference in the method of teaching of regular teachers of practicing schools and the student teachers. As reported by the faculty members of one of these institutions, the practicing schools expect student teachers to teach in the way they have been teaching in regular class, such as giving notes to students, dictating answers and checking assignments, and not in the way a student teacher is expected by

the teacher education institution. This often creates problems and confusion for student teachers. One of the significant observations of teacher education of Nagaland made by investigators was that during the final examination of internship/practice teaching, student teachers are evaluated on the basis of their performance on only one lesson and not on two lessons as it is the general practice in other parts of the country.

Flores (2016) Highlighted key components of the curriculum of Initial Teacher education and the ways in which it has been changing over the last years internationally. In particular, it analyses the place and role of the educational studies, subject matter studies, pedagogical studies and practicum in initial teacher education programs. Study aimed at (1) to identify and contrast the ways in which the different key components are articulated in the curriculum of Initial teacher education programs; (2) to analyze the rationale and underpinning assumptions of given models of teacher education, particularly the views and focus of the curriculum itself and the government intervention in the design of Initial teacher education programs. It is argued that, in many contexts, teacher education curriculum has been subject of a rather restricted view in line with policies that point to a narrow perspective of school curriculum. However, it is also possible to identify programs that integrate the key components of Initial teacher education curriculum, in particular theory and practice, subject knowledge and educational studies as well as practicum, in a more explicit way, through a research based design.

Khandagale (2016) in his study on "Curriculum Transaction in Teacher Education: A Critical Study" intended to study the status of curriculum transaction in teacher education institutes affiliated to Shivaji university, Kolhapur with regard to:- Planning ,Teaching methods ,Print and electronic media, Evaluation, Curricular activities and Use of ICT. The study found that Most of the teacher educators consider teaching objectives and student participation component while framing the B.Ed. course syllabus planning but are unable to follow the planning exactly due to unavailability of time. Most of the teacher educators uses Student centered teaching method i.e. discussion method, pannel discussion and brain storming method, Knowledge center approach for group discussion and critical thinking strategy. Most of the teacher educators uses computer for content enrichment and select content related teaching aids. Most of the teacher educators use ICT for providing learning experiences through PPT and internet web

tools for teaching learning process.

Prakash (2017) in his investigation titled “A Study of Elementary Teacher Education in Himachal Pradesh” highlighted the major constituents of elementary teacher education, present status, perception of heads, teacher educators , pupil teachers of elementary teacher education institutions of Himachal Pradesh towards two years D.El.Ed. programme and problems faced by teacher education institutions in their functioning.

Sahoo & Sharma (2018) conducted a study on "Student Teachers' Perception Towards Curriculum Reform in Teacher Education Program in Odisha" Investigator studied the student teachers’ perception towards curriculum reform at various levels of teacher Education Program viz. B. Ed, M. Ed & D. EI. ED and concluded that the curriculum reform in teacher education has been appreciated by the student teachers. Hence, appropriate steps must be taken to stabilize teacher education curriculum in view of making it more realistic and relevant to teaching learning system.

Pradhan (2020) : - has conducted a study "Evaluation of Basic Teacher Education Curriculum in Ghana" with objectives To study the relevance of the Basic Teacher Education curriculum objectives, 2) To study the appropriateness of the Basic Teacher Education curriculum contents, 3) To study the modes of transactions of the Basic Teacher Education curriculum, and 4) To study the relevance of Co- Curricular activities and Extra-Curricular activities in the Basic Teacher The findings were arrived at As the Basic teacher education colleges in Ghana follow the same curriculum for preparing prospective teachers, the curriculum objectives, course contents, methodology, modes of assessments, and the credit hours need to be relevant and appropriate for further modification and improvement of the Basic teacher education for attainment of educational goals i.e. to produce competent teachers.

Ravi (2021) in his study on Teacher Educators' Insight on Hybrid Approaches in Curriculum Transaction During COVID-19 which was a piloted survey among teacher educators to know their perception on hybrid approaches towards curriculum transactions in teacher education programs the findings of the study concluded that there is a positive perception on hybrid approaches towards curriculum transactions in teacher education programs like B. Ed. and M. Ed. during the COVID-19 pandemic among the selected respondents in Coimbatore district.

Mpuangnan (2021) Analyzed the methods and approaches for transacting diploma in basic education curriculum in Ghana The study aimed to examine the curriculum transaction with emphasis on methods and approaches adopted by the tutors. It was found that tutors use a variety of teaching methods to teach the various categories of courses viz., Educational and Professional Studies, Core courses and Elective courses. But a few of such teaching methods like Lecture and Brainstorming were inappropriate for teaching courses such as Physical Education, ICT and Mathematics. It was also found that teacher trainees were exposed to first-hand teaching experience through practice teaching in two phases. Thus on-campus practice teacher and out-campus practice teaching.

Vijayalakshmi (2021) suggested Instructional Techniques In Enhancing Curriculum Transaction Including Teacher Centered Learning Techniques, Learner Centered Learning Techniques, Experiential Learning Techniques and Group Learning Techniques. These instructional techniques are changing from time to time. Each instructional technique has a specific qualities and advantages. With changing time, curriculum transaction also reflects the changing needs of the learners. An instructional technique fulfils the necessities of the curriculum transaction and also enhances it. So, in this digital era, there is a necessary to adopt a suitable instructional technique to enhance the curriculum transaction.

It is evident that studies related to Elementary teacher Education conducted so far that these Institutions faced varied problems, suffering from several inadequacies due to which they were not able to satisfy the educational and professional needs of teachers working in schools at elementary level. Elementary Teacher Education Institutions faced enormous problems related to inadequate human resources including qualification of teacher educators, vacancies of teaching and non-teaching staff, non-functional nature of academic branches that hampered their systemic and smooth functioning. Despite, Some studies revealed that the present elementary teacher education curriculum is too much theoretical. The large component of theory papers has hindered the growth of practical and pedagogical aspects of the program. Moreover modes of curriculum transaction are not appropriate too. Some of the investigators emphasized modification in different aspects of teacher education program at its different levels to ensure its effectiveness. The review, however, helped in establishing the need and

scope of the present study. Therefore, a descriptive study of Curriculum Transaction Procedures in Pre-service Teacher Training Programme at Elementary Level in Himachal Pradesh with a perspective to analyse present curriculum transaction procedures and suggesting effective and innovative measures for its qualitative improvement has been thought to be worthwhile in present scenario.

STATEMENT OF THE PROBLEM:-

A Study of Curriculum Transaction Procedures in Pre-service Teacher Training Programme at Elementary Level in Himachal Pradesh.

Significance of Study: -

Any nation undoubtedly depends on its education system for sustainable and planned development while education system in turn depends upon the quality of teachers imparting education. Teachers are the key component in educational excellence. To have teachers of high quality, competence and character, the professional development of teachers should be done in best possible way. A comprehensive teacher education program may help in producing quality teachers.

NCTE, NCERT, Justice J. S. Verma Commission (2012) and a number of other studies on teacher education in past has already pin pointed many of the shortcomings in the functioning of teacher education in India like lack of physical facilities, lack of modern laboratory equipments, non utilization of available facilities, insufficient staff etc. It is a fact that to prepare competent and commitment elementary teachers, a sound system of teacher education with appropriate human and material resources and a progressive curriculum is indispensable.

Further, NEP 2020 emphasizes that Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions, values, and development of practice under the best mentors. The policy focuses on innovative pedagogies, teaching methods and to build vibrant teacher communities for better networking.

Prime Motive of teacher education programme at different level is to equip the teachers with desired knowledge, understanding, skills, attitude and innovative pedagogies

essentially to be attained by a proficient teacher. Investigator herself experienced a major flaw in existing pre-service teacher training program imparting at elementary level in the state of Himachal Pradesh. Considering importance of teacher education from the view point of the schools, evolution of new instructional strategies and curriculum transactional techniques the investigation will be of gigantic use to the educational administrators, curriculum framers, teacher educators, school teachers, prospective teachers, parents and community especially at elementary level.

OBJECTIVES OF THE STUDY:-

1. To perform the content analysis of syllabi of pre-service teacher training programmeat elementary level in Himachal Pradesh.
2. To study the curriculum transaction procedures in pre-service teacher training programme at elementary level in Himachal Pradesh with regard to:-
    - Teaching Methods/Strategies.
    - ICT Integration in Curriculum Transaction
    - Micro-Teaching and Simulated Teaching
    - Practice Teaching.
3. To study the perceptions of teacher educators with regard to curriculum transaction procedures adopted in pre-service teacher training programme at elementary level in Himachal Pradesh.
4. To study the perceptions of prospective teachers with regard to curriculum transaction procedures adopted in pre-service teacher training programme at elementary level in Himachal Pradesh.
5. To identify the issues in curriculum and its transaction procedures in pre-service teacher training programme at elementary level in Himachal Pradesh.
6. To forward the suggestions to improve curriculum and its transaction procedures in pre-service teacher training programme at elementary level in Himachal Pradesh.

HYPOTHESIS:-

The present study is a descriptive survey and fact-finding in nature where formulation of hypothesis is not required.

DELIMITATIONS:-

The present study will be delimited to:

- one state i.e. Himachal Pradesh.
- the opinions of the teacher educators and prospective elementary teachers only.
- the 4 DIETs and 14 colleges of teacher education imparting two yearD.El.Ed. programme in Himachal Pradesh.
- one component of teacher education curriculum i.e. curriculum and its transaction.

OPERATIONAL DEFINITIONS OF THE TERMS:-

Curriculum:-

Curriculum refers to the entirety of the wellorganized experience of students in institutional setting towards educational aims and objectives. The curriculum in this present study refers to the curriculum of pre-service teacher training programme at elementary level prescribed by Himachal Pradesh Board of School Education Dharamshala.

Curriculum Transaction Procedures:-

The term Curriculum transaction procedures refers to activities undertaken by the school in achieving the goals of education. In the present context, it includes understanding of the course content, utilization of various teaching strategies, ICT integration in curriculum transaction, classroom management and behaviors exhibited by teacher educators inpre-service teacher training programme at elementary level of Himachal Pradesh.

Pre-service Teacher Training Programme at Elementry Level:-

This term pre-service teacher training programme at elementary level refers to the formal training imparted to the prospective teachers going to teach elementary i.e. 1st to 8th standards school students in Himachal Pradesh before they join the teaching profession as elementary school teacher.

METHODOLOGY: -

In the present study survey method under descriptive method of research will be used.

Sample of the Present Study:-

The investigator will make use of multistage sampling technique.

Selection of Teacher Educators and Prospective Elementary Teachers:-

In Himachal Pradesh,presently 28self-financedteacher education institutions and 12 District Institutes of Education and Training affiliated to Himachal Pradesh Board of Education Dharamshala are imparting training toprospective elementary teachers. From these, 14 teacher education colleges and4DIETs will be selected for the present study using random sampling. A sample of about 126 (7x18=126)elementary teacher educators and 594 (33x18=594)prospective elementary teachers will be selected using incidental sampling.

Technique and Tools: -

The present investigation shall utilize the content analysis technique to perform the content analysis of syllabi of pre -service teacher training programme at elementary level in Himachal Pradesh.

Due to the non-availability of standard tools for the present study, the investigator, herself will develop the necessary tools for collecting information of various type. The following tools will be developed by the investigator viz.: -

- **Observation Schedule(s)**– to study the curriculum transaction procedures with regard to Teaching Methods/Strategies, ICT Integration in Curriculum Transaction, Micro-Teaching and Simulated Teaching, Practice Teaching.
- **Questionnaires -**to study the perceptions of elementary teacher educators and prospective elementary teachersabout curriculum transaction procedure adopted

in pre-service teacher training programme atelementarylevel in Himachal Pradesh.

Procedure for Data Collection and Treatment of Data:-

The investigator herself will gather data or information from the teacher educators and prospective teachers by administering the relevant tools.

To perform the content analysis of syllabi of two year pre-service teacher training programme at elementary level the technique of content analysis shall be utilized.

The information gathered through observation schedules and questionnaires will be tabulated and organized under various categories followed by qualitative data analysis. The tabulated data will further be analyzed in terms of frequencies and percentages.

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STATEMENT OF THE PROBLEM:- A Study of Curriculum Transaction Procedures in Pre-service Teacher Training Programme at Elementary Level in Himachal Pradesh. Significance of Study: - Any nation undoubtedly depends on its education system for sustainable and planned development while education system in turn depends upon the quality of teachers imparting education. Teachers are the key component in educational excellence. To have teachers of high quality, competence and character, the professional development of teachers should be done in best possible way. A comprehensive teacher education program may help in producing quality teachers. NCTE, NCERT, Justice J. S. Verma Commission (2012) and a number of other studies on teacher education in past has already pin pointed many of the shortcomings in the functioning of teacher education in India like lack of physical facilities, lack of modern laboratory equipments, non utilization of available facilities, insufficient staff etc. It is a fact that to prepare competent and commitment elementary teachers, a sound system of teacher education with appropriate human and material resources and a progressive curriculum is indispensable. Further, NEP 2020 emphasizes

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that Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions, values, and development of practice under the best mentors.

The policy focuses on innovative pedagogies, teaching methods and to build vibrant teacher communities for better networking. Prime Motive of teacher education programme at different level is to equip the teachers with desired knowledge, understanding, skills, attitude and innovative pedagogies essentially to be attained by a proficient teacher. Investigator herself experienced a major flaw in existing pre-service teacher training program imparting at elementary level in the state of Himachal Pradesh. Considering importance of teacher education from the view point of the schools, evolution of new instructional strategies and curriculum transactional techniques the investigation will be of gigantic use to the educational administrators, curriculum framers, teacher educators, school teachers, prospective teachers, parents and community especially at elementary level. OBJECTIVES OF THE STUDY:- 1. To perform the content analysis of syllabi of pre-service teacher training programmeat elementary level in Himachal Pradesh. 2. To study the curriculum transaction procedures in pre-service teacher training programme at elementary level in Himachal Pradesh with regard to:-

• Teaching Methods/Strategies.
• ICT Integration in Curriculum Transaction